Unit of Study: Personal Narrative

Purpose: revision/reading mentor texts for leads

CCSS: 4.W.3, 4.W.5, 4.W.10

Materials: charts of mentor leads

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| **Connection:**  Earlier this week we started revising our drafts – seeing with new eyes – and we learned that one way writers revise is to try out the writing moves that published authors make in their writing. We noticed that writers may not just try a writing move (like comparing 2 things in a surprising way) in one place in their story but in several. We’re going to use mentor texts again today for revision but today instead of focusing on a move that a writer made several times in their writing , we’re going to focus on particular part of the writing. | | |
| **Teaching Point:**  Today I want to teach you that we can look at the moves that a writer makes in one particular place of their writing and try that out in the same part of our own story. Today we’ll look at the lead (the beginning) , notice as many things as we can about what the writer does, and then try to mimic that in our own writing. | | |
| **Teach** (Method: **Demonstration**, Explain/Example, Coach, Inquiry)  I’m going to show that would go with Owl Moon. I’m going to read aloud beginning of Owl Moon – the lead. I’m going to read it a few times . Then I’m going to try and name what the author is doing in the scene (use chart below)  It was late one winter night, long past my bedtime, when Pa and I went owling. There was no wind. The trees stood still as giant statues. And the moon was so bright the sky seemed to shine. Somewhere behind us a train whistle blew, long and low, like a sad, sad song.  Demonstrate:; set of three things; Sentence starting with And; describes the setting; long and short sentences; compared two things in a surprising way 2 times, commas to separate sets of 3s).  Do you see how I read this part aloud a few times to myself and tried to name what the writer is doing? I try and put as much words around it as I can so that it’s as clear as possible.  Now I’m going to revise the beginning of my writing and use the writing moves that I noticed in the lead of Owl Moon, (do in WNB)  Possibly… It was late on Friday afternoon, long after school got out, when I stood by my desk in my classroom. There was no sound. The crayons on the back table lay blended together like a rainbow. And the sun shining was so bright the windows seemed to sparkle. Somewhere behind me I heard footsteps soft and light, like a tiny mouse. | | |
| **Active Engagement**  I’d like for you to try this.  Take a look at the lead of Hurricane with your partner. On the right side of the chart, name what you notice the author is doing.  Share out.  **Now with the chart between you and your partner, open your notebook and rewrite the beginning of my story using Hurricane and the moves that you and your partner noticed.** | **Link**  Anytime your revising your writing, remember that using a mentor text can help you to mimic the things you see published authors do in their writing.  Today before you go off, make an assignment box right on your draft of what your plan is today. Will you revise using a mentor’s writing move several times throughout your draft or maybe you’ll decide to revise your lead using a mentor’s lead to guide you like we did here today. | |
| **Predictable Conferences**  1:1 conferences Gaven- rewriting and trying a mentor move;Bryn- using artifact card; SG Joseph, Connor, Alex, Andrew – using artifact card to seesaw details. | | |
| **Mid-workshop Interruption**  Look at another mentor and name what they did in lead | | **Teaching Share**  Homework: try a new beginning – put in an assignment box what you want to try (demo) |
| **Team Teaching Model**  **Whole Group Lesson – Tara Small Focused Group - Kate** | | |

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| Lead | What did the author do? |
| It was late one winter night, long past my bedtime, when Pa and I went owling. There was no wind. The trees stood still as giant statues. And the moon was so bright the sky seemed to shine. Somewhere behind us a train whistle blew, long and low, like a sad, sad song. *(Owl Moon)* | \*Compared two things in surprising way more than once  \*Started sentence with “And”  \*Described setting using senses  \*Long and short sentences |
| The day of the hurricane started a lot like any other day. After breakfast, Jeff and I checked our shoes for scorpions, then went outside to play.  *(Hurricane!)* |  |

Mentor Leads

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| Lead | What did the author do? |
| On a summer evening  I looked up from dinner,  through the open window to the backyard.  It was growing dark.  My treehouse was a black shape in the tree  and I wouldn’t go up there now.  *(Fireflies!)* |  |
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